International Studies Preparatory Academy

2014-15 School Improvement Plan

International Studies Preparatory Academy

1570 MADRUGA AVE, Coral Gables, FL 33146

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	53%

Alternative/ESE Center	Charter School	Minority
No	No	88%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to prepare the students to meet the challenges of the 21st century through the development of their academic and social development, their linguistic capacity, cultural appreciation and international and global awareness. The students of ISPA will move forward ready to meet human demands of post-secondary education taking with them the power of two languages.

Provide the school's vision statement

International Studies Preparatory Academy at Gables (ISPA) will be a model for international education while creating an educational community where every student becomes responsible citizens, lifelong learners and contributors to a global society. ISPA will foster a sense of communal responsibility and solidarity through the celebration of culture, language and diversity.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

• During Open House, and other school events, ensure non-threatening methods of introducing parents to teachers and administrators.
• Create the formats for inviting parent participation in the cultural education process.
• Our school will infuse the required multicultural content as applicable to appropriate grade levels, including but not limited to: History of the Holocaust, Black History Month, Hispanic Heritage Month, Women's History Month, and Veterans and Military Awareness.
• Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the school-wide cultural awareness and student-teacher relationships.
• Attend District provided Professional Development on multicultural offerings.

Describe how the school creates an environment where students feel safe and respected before, during and after school

In order to provide a safe, mutually respectful, caring and orderly environment, all school personnel will demonstrate professionalism and common courtesy that are essential qualities needed to promote an educational environment free from disruptions, harassment, bullying and aggressive actions.
• All school personnel will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting bullying, harassment, dating violence, gender discrimination, and civil rights violations.
• All school personnel will monitor the school and report any suspicious activity to the school's leadership team.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

• Ensure teachers are trained in and utilize classroom management strategies.
• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
• Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing behavior expectations.
• Utilize the school-wide recognition system in place.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

• Our school's Leadership Team meets weekly to discuss students with barriers to academic and social success.
• School counselor maintains a student check-in/check-out log utilized for students in need of positive adult interaction and feedback.
• School-wide instruction and activities that address the social and emotional needs of all students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Early Warning System (EWS) is based on extensive research that identifies key factors, indicators, that are highly predictive of potential student failure, especially in terms of students dropping out of school.
The goal of our school is to develop students who are college and career ready, EWS indicators help to identify struggling students in order to provide appropriate support and intervention in a timely manner.
• Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
• One or more suspensions, whether in school or out of school.
• Create data decision rules for number of absences or OSS before referral generated to SBT.
• Course failure in English Language Arts or mathematics.
• A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	9	10	11	
Attendance below 90 percent	4	0	0	4
One or more suspensions	4	0	0	4
Course failure in ELA or Math	20	15	10	45
Level 1 on statewide assessment	4	4	0	8

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	3	7	7	2	19

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

To improve the academic performance of students identified by the early warning system our school will:
• Utilize effective multi-disciplinary teams to problem solve and create action plans;
• Implement Reading Plus, Tutorials, Paraprofessional assistance;
• Develop procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
• Create evidence-based interventions (targeted solution focused counseling (individual and/or group), parent collaboration/education) to close student need gaps related to the Earning Warning System.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Provide and schedule parent meetings and school-sponsored activities at various times whenever possible to help increase the number of parents who attend. For instance, offer activities in the mornings, afternoons, and/or evenings, if possible.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

• Our schools forms and maintains key relationships and ensures that all stakeholders share a common vision for the success of all students.
• Establishes collaborative structures to engage all stakeholders.
• Encourages open dialogue about challenges and solutions.
• Engages stakeholders in the use of data to facilitate an understanding of accountability and measurable results.
• To improve the academic achievement and social outcomes of all students, our school engages such stakeholders as local government agencies, nonprofit organizations, community-based organizations, neighborhood groups, PTSA, local businesses, civic organizations, and higher education institutions.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Perez, Alejandro	Principal
Diaz, Felicia	Assistant Principal
Iglesias, Caridad	Other
Margarita, Marquez	Guidance Counselor
Acevedo, Yazmin	Instructional Media
Martinez, Maria	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

TIER 1 - Leadership Team
The function and responsibility of each team member as it relates to MTSS and the SIP includes:
Administrators, Alejandro Perez, Principal and Felicia Diaz, Assistant Principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
• Caridad Iglesias, Lead Teacher
• Margarita Calderon, Counselor
• Maria Lugo, Language Arts/ESOL Teacher
• Jose Courel, Modern Language Teacher
• In addition to Tier 1 Problem Solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.
TIER 2
Mr. Perez, Ms. Diaz, Ms. Calderon, Ms. Iglesias, Ms. Lugo and Mr. Courel, members of the MTSS Leadership Team, will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
TIER 3 - SST
Selected members of the Leadership Team and Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

TIER 1
The MTSS/RtI Leadership Team uses the Tier 1 Problem Solving Process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the focus.
2. Determine how we will define if students have made expected levels of progress towards proficiency/mastery.
3. Respond when students have not shown a positive response to the intervention.
4. Gather and analyze data at all Tiers to determine professional development for faculty.
5. Ensure the students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze the data using the

Tier 2 Problem Solving after each OPM.

TIER 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups or targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students that fall under the requirements for Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plans to meet those goals. The MTSS Problem Solving Process is used to carry out, monitor and adjust if necessary, the supports defined in the SIP.

ISPA will implement strategies provided by administrators, student services and faculty. Student services will maintain a record of interviews and questionnaires regarding student postsecondary plans. In addition, ISPA will maintain a collaborative relationship with state and national colleges, universities and vocational programs. IPSA will facilitate students with current and accurate information through the post-graduation transition process.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Alejandro Perez	Principal
Caridad Iglesias	Education Support Employee
Deanna Rodriguez	Teacher
Tamara Calvo	Education Support Employee
Alina DelRio	Business/Community
Jeff Weiner	Business/Community
Onelio Martin	Education Support Employee
Mylene Feiler	Teacher
Lilliam Bez	Teacher
Yuli Medina	Parent
Maria Lugo	Teacher
Diana Luna	Parent
Naomi Harrison	Parent
Martii Salazar	Parent
Rosario Ferrante	Parent
Bianca Antunez	Student
Diego Vargas	Student
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) met to set priorities and revise strategies for the 2013-2014 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) met to set priorities and revise strategies for the 2013-2014 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

Preparation of the school's annual budget and plan

The projected school budget for the 2014-2015 school year was shared with the EESAC and input was collected. During the September 2014 meeting, updated budged information was shared and the SAC determined allocations for expenditures.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The EESAC will review the school improvement fund and determine allocations for instructional materials.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Perez, Alejandro	Principal
Diaz, Felicia	Assistant Principal
Iglesias, Caridad	Other
Milian, Nathalie	Teacher, K-12
Bez, Lilliam	Teacher, K-12
Marin-Restrepo, Marisol	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
The major initiatives of the LLT this year will be:
• Provide Professional Development
• Data disaggregation
• Integrate MTSS/RtI into school improvement planning
• Plan and implement strategies to ensure continual growth in student enrollment and achievement

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The Leadership Team encourages positive working relationships with teachers by participation in Department Team Meetings. Student academic and behavioral data is utilized to focus the meetings on students' academic and behavioral needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Strategies to recruit and retain highly qualified and effective teachers include:
1. Implementation of the Instructional Performance and Evaluation Growth System (IPEGS).
2. Professional development opportunities.
3. Develop and encourage professional development in the areas of concentration.
4. Establish relationships with state colleges/universities or academic institutions in order to provide advance
degree program information to teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The teacher mentoring program pairs beginning teachers with experienced teachers.
Qualifications for Mentors:
• Must hold a valid professional teaching certificate;
• Minimum of three years of successful teaching experience; and
• Certified at the same level or in the subject area as the new teacher.
Selection Criteria for Mentors:
• Mastery of pedagogical and subject matter skills;
• Evidence of strong interpersonal skills;
• Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
• Evidence of effective teaching and student achievement gains;
• Credibility with colleagues;
• Commitment to personal professional learning demonstrated by frequent participation in professional development;
• Experience working with adult learners; and
• Expertise in accessing data resources and using data to analyze instruction.
Required Training to Become a Mentor:
To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:
• Overview of Mentoring and Induction for New Teachers (MINT)
• Introduction to Instructional Mentoring
• Data Coaching
Who Receives a Mentor:
• Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site based mentor.
Help for Second and Third Year Teachers:
• Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
• A buddy teacher occupies a leadership role in the school such as a department chair, National Board Certified Teacher, etc.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school uses District adopted and supported instructional programs and materials to create ongoing opportunities for teachers to plan and discuss curriculum aligned to the Florida Standards. This supports a deeper level of comprehension. School leadership facilitates conversations and learning opportunities that promote dialogue to dispel misunderstandings, promote growth in instructional practice, and allow for a greater understanding of the curriculum and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our school utilizes the RtI process, the use of tutorials, the use of intensive reading and the use of small group instruction.

Our school ensures every teacher contributes to literacy improvement of every student by:
• Holding meetings on a regular basis to make decisions about literacy instruction in the school.
• Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).
• Providing instruction aligned with the Language Arts Florida Standards for their grade level.
• Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).
• Administering assessments which measure instructed standards.
• Monitoring progress at the class and grade level during Department Team Meetings.
• Conducting data chats with students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,200

Students will have the opportunity to participate in the following:
• Dual Enrollment - Curriculum Advancement
• Advanced Placement (AP) Curriculum – Enrichment and Advancement
• Tutoring services will be provided afterschool to all students throughout the school year in the areas of Reading, Mathematics, Science and Social Studies

Strategy Rationale

Providing additional instruction in core academic subjects and the opportunity for enrichment activities, International Studies Preparatory Academy will contribute to the well-rounded education of all students.

Strategy Purpose(s)

• Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Perez, Alejandro, pr7571@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through the school year. Students are administered the Fall Interim Assessment, Winter Interim Assessment, the FLA Standards Assessments and EOC assessments. This data is collected and analyzed in order to drive instruction and make adjustments to teaching. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include:
• The promotion of increased student participation and performance in Advanced Placement® (AP) coursework
• Increasing the participation of students in STEM courses
• Improve performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for postsecondary success
• The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for students
• Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

As an International Studies (IS) program and modern language school, all students will participate in the core courses and be enrolled in two modern language courses (literature and humanities). Students will have the opportunity to participate in language competitions at the district, state and national level. Students completing their studies at International Studies will have the opportunity to receive two diplomas for their studies – a Florida High School Graduation and the equivalent diploma from the European Country. Students and parents will participate in selecting courses that the student will take the following school year. Administration and Lead Teacher will meet with students to finalize subject selections.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

ISPA will work with colleges and universities in providing information and guidance as the students' progress through their secondary years and begin the process of entering post-secondary education. Student services personnel will be available to guide students through interviews and questionnaires as they begin thinking about future plans. Collaboration will occur with the departments of education of each country to ensure a smooth transition for students wishing to continue their studies in the European country. ISPA will make additional efforts to ensure that a maximum number of ninth and tenth graders take advantage of testing opportunities.
• Increase number and percentage of students scoring 'college-ready' in math and language arts on approved postsecondary readiness assessment such as the SATs, ACTs and the PERT through sample tests
on school wide testing days and through the use of SAT/ACT/PERT style bell ringers.
• Increase student participation and performance in Honors, Advanced Placement (AP) and Dual Enrollment

courses.
• Provide students with mock AP exams and reviews to increase assessment results.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

• Leadership Team reviews and provides assistance to specific students as needed.
• Provide students and parents with college readiness workshops.
• Counselors conduct classroom guidance and individual counseling sessions with students.
• Conduct informational meetings with parents to explain their role in assisting students with being ready for college.
• Provide assistance in planning for college, finding a college, applying to college and financial aid.
• Provide preparatory courses for ACT and SAT exams.
• Provide curricular support to support families with the completion of college essays, resumes and applying to post secondary institutions.
• Assist students in developing portfolios and learning interview techniques.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

G2. Our goal for the 2014-2015 school year is to decrease the number of Early Warning System indicators in the areas of attendance, behavior, and course performance.

G3. Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for students, the percentage of students participating in STEM-related activities, and the number of students enrolling and completing accelerated STEM courses.

G4. Our goal for the 2014-2015 school year is to increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. `1a`

🔍 G045854

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - ELL	73.0
AMO Math - White	83.0

Resources Available to Support the Goal `2`

- Reading: McDougal Littell (supplemental resource), iPads, Edge, Bedford textbook, Reading Plus, strong instructional staff, Smart boards, tablets, department contact person; tutoring available for a multitude of subjects, ESOL paraprofessional, developmental courses for ELL students.

- Math: Pearson, Discovering Geometry, Blitzer book, Larson Calculus textbook, Algebra Nation, GIZMOS, strong instructional staff, Smart boards, tablets, iPads, department contact person, tutoring available for a multitude of subjects, ESOL paraprofessional, developmental courses, District Pacing Guides, Computer Lab.

- Science: Pearson series, science contact person, Smart boards, tablets, iPads, GIZMOS, tutoring available for Science classes, ESOL paraprofessional, ISPA Eco Club

- Social Studies: McGraw-Hill textbooks, Social Studies contact person, Smart boards, district tablets, iPads, students are also encouraged to bring their own device, tutoring available, ESOL paraprofessional, Model U.N., Geography Bee club.

Targeted Barriers to Achieving the Goal `3`

- Lack of data driven instruction to differentiate instruction and meet the various needs of students.

Plan to Monitor Progress Toward G1. `8`

Consistently monitor the progress toward meeting the goal of effective data-driven instruction by disaggregating the data from Thinkgate and District Interim Assessment reports.

Person Responsible
Alejandro Perez

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Data from Thinkgate and District Interim Assessment reports.

G2. Our goal for the 2014-2015 school year is to decrease the number of Early Warning System indicators in the areas of attendance, behavior, and course performance. 1a

🔍 G047063

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	4.4
2+ Behavior Referrals	0.0
GPA below 2.0 - H.S.	

Resources Available to Support the Goal 2

- Student Services

Targeted Barriers to Achieving the Goal 3

- In monitoring the Early Warning Systems, 4.4% of 9th graders accumulated one or more absences within the first 20 days of school. Geographic location of students and their lack of time management skills presents a challenge for attendance and punctuality. ISPA is a magnet school and students utilize public transportation and rely on their own means of transportation, Absences, both excused and unexcused, are occurring excessively due to travel time.

- In monitoring the Early Warning Systems, 2% of students received two or more behavior referrals. Students may be unaware of the Student Code of Conduct and Magnet Contract and the consequences for non-compliance.

- In monitoring the Early Warning Systems, less than 1% students in grade 9 had a grade point average less than 2.0. This may due to difficulties in transitioning to high school and acclimating to the rigor of advanced courses.

Plan to Monitor Progress Toward G2. 8

Consistently monitor the progress toward meeting the goal of decreasing the number of Early Warning System indicators in the area of attendance, behavior and course performance.

Person Responsible
Alejandro Perez

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Attendance Reports, Case Management Forms, Suspension Logs, Student Progress Reports, Academic Probation Reports

G3. Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for students, the percentage of students participating in STEM-related activities, and the number of students enrolling and completing accelerated STEM courses. [1a]

Targets Supported [1b]

🔍 G047957

Indicator	Annual Target
Postsecondary Enrollments	100.0

Resources Available to Support the Goal [2]

- Core state adopted textbooks, District pacing guides, MDCPS STEM website

Targeted Barriers to Achieving the Goal [3]

- Limited authentic and collaborative problem solving and applying multi-disciplinary knowledge and skills through STEM.

Plan to Monitor Progress Toward G3. [8]

Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership Team will monitor project entries and school's performance in competitions and in student project submissions to STEM related events.

Person Responsible

Alejandro Perez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress will be monitored using formative and summative assessments. Formative assessments include GIZMO reports, student projects and participation in SECME, Bridge Competition and the Fairchild Tropical Garden Challenge. The summative assessment will be the ratings of projects entered in these competitions.

G4. Our goal for the 2014-2015 school year is to increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

Targets Supported 1b   🔍 G047956

Indicator	Annual Target

Resources Available to Support the Goal 2

- Leadership Team, PTSA, Activities Director and Student Services

Targeted Barriers to Achieving the Goal 3

- ISPA is a district-wide magnet high school where students attend from around the county and do not live in close proximity to the school.

Plan to Monitor Progress Toward G4. 8

Consistently monitor the progress toward meeting the goal of increasing parental involvement by monitoring Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership.

Person Responsible

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G045854

G1.B1 Lack of data driven instruction to differentiate instruction and meet the various needs of students. `2`

🔑 B113877

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. `4`

🔑 S125330

Strategy Rationale

There is limited evidence of data-driven instruction being used in the classroom. This strategy will allow the use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

Action Step 1 `5`

Provide a professional development session focusing on Thinkgate and the effective use of data to drive instruction during.

Person Responsible

Felicia Diaz

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheet, agenda, and handouts

Action Step 2 `5`

Implement data-driven instruction in the classroom.

Person Responsible

Felicia Diaz

Schedule

On 6/4/2015

Evidence of Completion

Lesson plans, walkthrough notes, and student work samples

Action Step 3 `5`

Provide follow up support by conducting one-on-one scheduled conferences with administration to discuss the implementation and use of data in the classroom.

Person Responsible

Felicia Diaz

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Walkthrough notes, periodic Thinkgate updates via e-mail

Action Step 4 `5`

Consistently monitor the fidelity and effectiveness of the implementation of effective data-driven instruction by conducting walkthroughs.

Person Responsible

Felicia Diaz

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Walkthrough notes

Action Step 5 `5`

Provide tutorial services in core subjects - Reading, Mathematics, Science and Social Studies.

Person Responsible

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Attendance Sheets and Student Rosters

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Consistently monitor the fidelity of the implementation of effective data-driven instruction by conducting walkthroughs.

Person Responsible

Felicia Diaz

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Walkthrough notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Consistently monitor the effectiveness of the implementation of effective data-driven instruction by conducting walkthroughs.

Person Responsible

Alejandro Perez

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Walkthrough notes

G2. Our goal for the 2014-2015 school year is to decrease the number of Early Warning System indicators in the areas of attendance, behavior, and course performance. 1

G047063

G2.B1 In monitoring the Early Warning Systems, 4.4% of 9th graders accumulated one or more absences within the first 20 days of school. Geographic location of students and their lack of time management skills presents a challenge for attendance and punctuality. ISPA is a magnet school and students utilize public transportation and rely on their own means of transportation, Absences, both excused and unexcused, are occurring excessively due to travel time. 2

B119369

G2.B1.S1 Discuss the District's Attendance Policy with students during grade level orientation and with parents at Open House. Monitor daily attendance records and grade level referrals to provide incentives and repercussions. 4

S131206

Strategy Rationale

Providing students and parents with information about the District's Attendance Policy will help students understand how their academic performance will improve with consistent, daily school attendance. These skills will prepare students for a world that will require them to possess and understand the importance of the life skills of punctuality, dependability, and accountability. Through cooperation and communication between parents, students, and the school, and through following this policy,students will be able to benefit, to the highest level, from their educational experience.

Action Step 1 5

Conduct attendance meetings with parents of students who have excessive absences.

Person Responsible

Alejandro Perez

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Records and Case Management Forms

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Consistently monitor attendance reports and follow-up with students and parents as needed.

Person Responsible

Alejandro Perez

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Reports and Case Management Forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Follow-up with parents to ensure attendance is being monitored for targeted student(s)

Person Responsible

Alejandro Perez

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Reports and Case Management Forms

G2.B2 In monitoring the Early Warning Systems, 2% of students received two or more behavior referrals. Students may be unaware of the Student Code of Conduct and Magnet Contract and the consequences for non-compliance. 2

B119370

G2.B2.S1 Provide opportunities for students to review the Student Code of Conduct and Magnet Contract as it relates to academic and behavior performance and expectations. 4

S131246

Strategy Rationale

Providing students the opportunity to review and understand the Student Code of Conduct and Magnet Contract will encourage students to take full advantage of their educational opportunities.

Action Step 1 5

Conduct grade level assemblies to discuss the Student Code of Conduct and the Magnet Contract as it relates to behavioral expectations.

Person Responsible

Alejandro Perez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Code of Conduct and Magnet Contract

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitoring of referrals and suspensions.

Person Responsible

Alejandro Perez

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Behavioral Referrals and Suspension Logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Consistently monitor Suspension Logs and Case Management Forms.

Person Responsible

Alejandro Perez

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Suspension Logs and Case Management Forms

G2.B3 In monitoring the Early Warning Systems, less than 1% students in grade 9 had a grade point average less than 2.0. This may due to difficulties in transitioning to high school and acclimating to the rigor of advanced courses. `2`

🔧 B119378

G2.B3.S1 Students failing a course will be referred to the RtI team and will be placed on probation based on the Magnet Contract requirements. Student Services personnel will review with both parents and students the Magnet Student Contract and the consequences for non-compliance. `4`

🔧 S131274

Strategy Rationale

Providing students and parents the opportunity to review and understand the Magnet Contract will improve academic achievement.

Action Step 1 `5`

Progress Reports will be monitored bi-monthly to identify students that may be having difficulty in academic achievement. Students will be provided with counseling, parental involvement and tutoring opportunities.

Person Responsible

Alejandro Perez

Schedule

On 6/4/2015

Evidence of Completion

Progress and Academic Probation Reports.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Consistently monitor Student Progress Reports and Academic Probation Reports to identify students in grade 9 with a grade point average less than 2.0.

Person Responsible

Alejandro Perez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Progress Reports and Academic Probation Reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Consistently monitor Student Progress Reports and Academic Probation Reports to identify students in grade 9 with a grade point average less than 2.0.

Person Responsible

Alejandro Perez

Schedule

On 6/4/2015

Evidence of Completion

Student Progress Reports and Academic Probation Reports

G3. Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for students, the percentage of students participating in STEM-related activities, and the number of students enrolling and completing accelerated STEM courses. 1

G047957

G3.B1 Limited authentic and collaborative problem solving and applying multi-disciplinary knowledge and skills through STEM. 2

B121965

G3.B1.S1 Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership team will monitor project entries and school's performance in competitions, and student project submissions to STEM related events. 4

S133908

Strategy Rationale

By providing students with the opportunity to participate in STEM related experiences, it will increase student awareness and interest in Science, Technology, Engineering and Mathematics. In addition, this will help to strengthen our current instructional program and increase student success.

Action Step 1 5

Provide a professional development session for all staff members on how to integrate STEM strategies into their curriculum.

Person Responsible

Felicia Diaz

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheet, agenda and handouts.

Action Step 2 5

Entrance fees and material fees for SECME Competitions, Fairchild Tropical Garden Challenge and BRIDGE Competition.

Person Responsible

Alejandro Perez

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Competition Rosters

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership team will monitor project entries and schools performance in competitions, and student project submissions
to STEM related events.

Person Responsible

Alejandro Perez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Participation in SECME Competitions, Fairchild Tropical Garden Challenge, BRIDGE Competition.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership team
will monitor project entries and schools performance in competitions, and student project submissions
to STEM related events.

Person Responsible

Alejandro Perez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Participation in SECME Competitions, Fair Tropical Garden Challenge, BRIDGE Competition.

G4. Our goal for the 2014-2015 school year is to increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1

G047956

G4.B1 ISPA is a district-wide magnet high school where students attend from around the county and do not live in close proximity to the school. 2

B119513

G4.B1.S1 Meeting times will alternate in the mornings, afternoons and weekends to attract more parents to assist school events and meetings. 4

S131350

Strategy Rationale

By offering a more flexible schedule of event and meeting times, parents will become more involved in their child's educational experiences and school-related functions.

Action Step 1 5

Review parent participation in school activities and events.

Person Responsible

Alejandro Perez

Schedule

On 6/4/2015

Evidence of Completion

Parent Participation Logs, Parent E-mail Documentation, PTSA Membership

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Consistently monitor Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership .

Person Responsible

Alejandro Perez

Schedule

On 6/4/2015

Evidence of Completion

Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Consistently monitor the effectiveness of increasing parental involvement by monitoring Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership.

Person Responsible

Alejandro Perez

Schedule

On 6/4/2015

Evidence of Completion

Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership

G4.B1.S2 Use various marketing materials and communication tools such as emails, brochures, newsletters, calendars, informational flyers and Connect-Ed to communicate school information to parents. `4`

`S135474`

Strategy Rationale

Parental involvement will be increased by providing various methods of communication with the parents.

Action Step 1 `5`

Distribution of marketing materials

Person Responsible

Alejandro Perez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Marketing Materials

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Monitor PTSA membership and Parent Participation Logs

Person Responsible

Alejandro Perez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PTSA membership and parent participation logs

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Monitor PTSA membership and parent participation logs.

Person Responsible

Alejandro Perez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PTSA membership and parent participation logs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide a professional development session focusing on Thinkgate and the effective use of data to drive instruction during.	Diaz, Felicia	8/18/2014	Sign-in sheet, agenda, and handouts	6/4/2015 quarterly
G2.B1.S1.A1	Conduct attendance meetings with parents of students who have excessive absences.	Perez, Alejandro	8/18/2014	Attendance Records and Case Management Forms	6/4/2015 biweekly
G2.B2.S1.A1	Conduct grade level assemblies to discuss the Student Code of Conduct and the Magnet Contract as it relates to behavioral expectations.	Perez, Alejandro	8/18/2014	Student Code of Conduct and Magnet Contract	6/4/2015 quarterly
G2.B3.S1.A1	Progress Reports will be monitored bi-monthly to identify students that may be having difficulty in academic achievement. Students will be provided with counseling, parental involvement and tutoring opportunities.	Perez, Alejandro	8/18/2014	Progress and Academic Probation Reports.	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Review parent participation in school activities and events.	Perez, Alejandro	8/18/2014	Parent Participation Logs, Parent E-mail Documentation, PTSA Membership	6/4/2015 one-time
G3.B1.S1.A1	Provide a professional development session for all staff members on how to integrate STEM strategies into their curriculum.	Diaz, Felicia	8/18/2014	Sign-in sheet, agenda and handouts.	6/4/2015 monthly
G4.B1.S2.A1	Distribution of marketing materials	Perez, Alejandro	8/18/2014	Marketing Materials	6/4/2015 weekly
G1.B1.S1.A2	Implement data-driven instruction in the classroom.	Diaz, Felicia	8/18/2014	Lesson plans, walkthrough notes, and student work samples	6/4/2015 one-time
G3.B1.S1.A2	Entrance fees and material fees for SECME Competitions, Fairchild Tropical Garden Challenge and BRIDGE Competition.	Perez, Alejandro	8/18/2014	Competition Rosters	6/4/2015 annually
G1.B1.S1.A3	Provide follow up support by conducting one-on-one scheduled conferences with administration to discuss the implementation and use of data in the classroom.	Diaz, Felicia	8/18/2014	Walkthrough notes, periodic Thinkgate updates via e-mail	6/4/2015 monthly
G1.B1.S1.A4	Consistently monitor the fidelity and effectiveness of the implementation of effective data-driven instruction by conducting walkthroughs.	Diaz, Felicia	8/18/2014	Walkthrough notes	5/29/2015 weekly
G1.B1.S1.A5	Provide tutorial services in core subjects - Reading, Mathematics, Science and Social Studies.		10/6/2014	Attendance Sheets and Student Rosters	5/29/2015 weekly
G1.MA1	Consistently monitor the progress toward meeting the goal of effective data-driven instruction by disaggregating the data from Thinkgate and District Interim Assessment reports.	Perez, Alejandro	8/18/2014	Data from Thinkgate and District Interim Assessment reports.	6/4/2015 monthly
G1.B1.S1.MA1	Consistently monitor the effectiveness of the implementation of effective data-driven instruction by conducting walkthroughs.	Perez, Alejandro	8/18/2014	Walkthrough notes	6/4/2015 daily
G1.B1.S1.MA1	Consistently monitor the fidelity of the implementation of effective data-driven instruction by conducting walkthroughs.	Diaz, Felicia	8/18/2014	Walkthrough notes	6/4/2015 monthly
G2.MA1	Consistently monitor the progress toward meeting the goal of decreasing the number of Early Warning System indicators in the area of attendance, behavior and course performance.	Perez, Alejandro	8/18/2014	Attendance Reports, Case Management Forms, Suspension Logs, Student Progress Reports, Academic Probation Reports	6/4/2015 monthly
G2.B1.S1.MA1	Follow-up with parents to ensure attendance is being monitored for targeted student(s)	Perez, Alejandro	8/18/2014	Attendance Reports and Case Management Forms	6/4/2015 biweekly
G2.B1.S1.MA1	Consistently monitor attendance reports and follow-up with students and parents as needed.	Perez, Alejandro	8/18/2014	Attendance Reports and Case Management Forms	6/4/2015 biweekly
G2.B2.S1.MA1	Consistently monitor Suspension Logs and Case Management Forms.	Perez, Alejandro	8/18/2014	Suspension Logs and Case Management Forms	6/4/2015 biweekly
G2.B2.S1.MA1	Monitoring of referrals and suspensions.	Perez, Alejandro	8/18/2014	Behavioral Referrals and Suspension Logs	6/4/2015 biweekly
G2.B3.S1.MA1	Consistently monitor Student Progress Reports and Academic Probation Reports to identify students in grade 9 with a grade point average less than 2.0.	Perez, Alejandro	8/18/2014	Student Progress Reports and Academic Probation Reports	6/4/2015 one-time
G2.B3.S1.MA1	Consistently monitor Student Progress Reports and Academic Probation Reports to identify students in grade 9	Perez, Alejandro	8/18/2014	Student Progress Reports and Academic Probation Reports	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	with a grade point average less than 2.0.				
G3.MA1	Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership Team will monitor project entries and school's performance in competitions and in student project submissions to STEM related events.	Perez, Alejandro	8/18/2014	Progress will be monitored using formative and summative assessments. Formative assessments include GIZMO reports, student projects and participation in SECME, Bridge Competition and the Fairchild Tropical Garden Challenge. The summative assessment will be the ratings of projects entered in these competitions.	6/4/2015 monthly
G3.B1.S1.MA1	Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership team will monitor project entries and schools performance in competitions, and student project submissions to STEM related events.	Perez, Alejandro	8/18/2014	Participation in SECME Competitions, Fair Tropical Garden Challenge, BRIDGE Competition.	6/4/2015 monthly
G3.B1.S1.MA1	Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership team will monitor project entries and schools performance in competitions, and student project submissions to STEM related events.	Perez, Alejandro	8/18/2014	Participation in SECME Competitions, Fairchild Tropical Garden Challenge, BRIDGE Competition.	6/4/2015 monthly
G4.MA1	Consistently monitor the progress toward meeting the goal of increasing parental involvement by monitoring Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership.		8/18/2014	Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership	6/4/2015 monthly
G4.B1.S1.MA1	Consistently monitor the effectiveness of increasing parental involvement by monitoring Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership.	Perez, Alejandro	8/18/2014	Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership	6/4/2015 one-time
G4.B1.S1.MA1	Consistently monitor Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership .	Perez, Alejandro	8/18/2014	Parent Participation Logs, Parent E-mail Documentation, and PTSA Membership	6/4/2015 one-time
G4.B1.S2.MA1	Monitor PTSA membership and parent participation logs.	Perez, Alejandro	8/18/2014	PTSA membership and parent participation logs	6/4/2015 monthly
G4.B1.S2.MA1	Monitor PTSA membership and Parent Participation Logs	Perez, Alejandro	8/18/2014	PTSA membership and parent participation logs	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of data driven instruction to differentiate instruction and meet the various needs of students.

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Provide a professional development session focusing on Thinkgate and the effective use of data to drive instruction during.

Facilitator

Felicia Diaz, Carlos Lopez

Participants

Teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase student achievement by improving core instruction in all content areas.	6,000
Goal 3: Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for students, the percentage of students participating in STEM-related activities, and the number of students enrolling and completing accelerated STEM courses.	500
Grand Total	**6,500**

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A5 - Notes	General Fund	6,000
Total Goal 1		**6,000**

Goal 3: Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for students, the percentage of students participating in STEM-related activities, and the number of students enrolling and completing accelerated STEM courses.		
Description	**Source**	**Total**
B1.S1.A2 - Notes	General Fund	500
Total Goal 3		**500**